DOCUMENT RESUME

ED 053 099 SP 005 207

TITLE	Assessment of the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida.
INSTITUTION	Comptroller General of the U.S., Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	71
NOTE	44p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Disadvantaged Youth, *Educationally Disadvantaged, *Educational Opportunities, *Individualized Instruction, *Teacher Education
IDENTIFIERS	*Teacher Corps

ABSTRACT

The Teacher Corps program strengthened the educational opportunities available to pupils in classes to which corps members were assigned, but the report concludes that it had much less impact than it might have had. Innovations were not continued after the Corps members finished their assignments, with lack of staff and funds cited as the reasons. School principals and teachers generally agreed that the new methods and individual attention increased the learning capability and improved the attendance of many students. Over half the interns who completed the program were hired as teachers in schools serving poor areas. The program had some degree of success in broadening the University's teacher preparation program, with new courses and adaptations of regular courses to make them more relevant to teaching children from poor families. The Teacher Corps programs in Florida could be made more effective through broader dissemination by the State Department of Education of information on experiments and methods used successfully in the program. (MBM) !

ED053099

JUL 2 8 1971

REPORT TO THE CONGRESS

Assessment Of The Impact Of The Teacher Corps Program At The University Of Miami And Participating Schools In South Florida B-164031(1)

Office of Education

Department of Health, Education, and Welfare

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BY THE COMPTROLLER GENERAL OF THE UNITED STATES

APRIL 16, 1971

SP005207

ED053099

COMPTROLLER GENERAL OF THE UNITED STATES
WASHINGTON, D.C. 20548

B-164031(1)

To the President of the Senate and the
Speaker of the House of Representatives

This is our report on assessment of the impact of the Teacher Corps program at the University of Miami and participating schools in south Florida. This program is authorized by title V of the Higher Education Act of 1965 (20 U.S.C. 1101) and is administered by the Office of Education, Department of Health, Education, and Welfare.

Our review was made pursuant to the Budget and Accounting Act, 1921 (31 U.S.C. 53), and the Accounting and Auditing Act of 1950 (31 U.S.C. 67).

Copies of this report are being sent to the Director, Office of Management and Budget; the Secretary of Health, Education, and Welfare; and the Commissioner of Education, Department of Health, Education, and Welfare.

Elmer B. Staats
Comptroller General
of the United States

50TH ANNIVERSARY 1921 - 1971

COMPTROLLER GENERAL'S REPORT TO THE CONGRESS

ASSESSMENT OF THE IMPACT OF THE TEACHER CORPS PROGRAM AT THE UNIVERSITY OF MIAMI AND PARTICIPATING SCHOOLS IN SOUTH FLORIDA

Office of Education, Department of Health, Education, and Welfare
B-164031(1)

D I G E S T

WHY THE REVIEW WAS MADE

Because of interest expressed by committees and members of Congress in the Teacher Corps program as part of the overall Federal effort in the field of education, the General Accounting Office (GAO) has reviewed the program, nationwide. This report, the first of a series, assesses the impact of the program at the University of Miami and participating local educational agencies in south Florida (Miami program).

The Teacher Corps was established in the Office of Education, Department of Health, Education, and Welfare (HEW), under the Higher Education Act of 1965. The legislative objectives of the program are to

--strengthen educational opportunities for children in areas having concentrations of low-income families and

--encourage colleges and universities to broaden their programs for training teachers.

The Teacher Corps recruits and trains qualified teachers (team leaders) and inexperienced teacher interns for teaching in areas where family incomes are low. Members of the corps are assigned to schools in teams consisting of a team leader and several interns. During their service, the interns also study in courses leading to a college or university degree and to qualification for a State teaching certificate.

Local educational agencies are expected to pay at least 10 percent of the salaries of Teacher Corps members; the Office of Education pays the remainder and the costs of the interns' courses. (See p. 7.)

As of the summer of 1970, Federal funds of about $1.9 million had been expended under the Miami program since its inception in 1966. (See p. 8.)

FINDINGS AND CONCLUSIONS

Strengthening educational opportunities

The Miami program strengthened the educational opportunities available to pupils in classes to which corps members were assigned. (See p. 12.)

APRIL 16, 1971

GAO believes, however, that the program had much less impact than it might have had.

Many Teacher Corps innovations were not continued after the corps members finished their assignments. Lack of staff and funds were usually cited as reasons. No specific procedures had been developed to determine which innovations would be desirable for the schools' regular curriculums. (See p. 17.)

Innovative teaching methods introduced included

--teaching slow-learning pupils by having them write or tell stories based on their experiences;

--using photography and other audio-visual aids;

--dramatizing of stories to improve reading and language skills;

--teaching black history, the origin and development of jazz, and corrective handwriting; and

--using the Spanish language to teach Spanish-speaking children. (See pp. 13 to 15.)

School principals and teachers generally agreed that the new teaching methods and the individual attention provided by the program increased the learning capability and improved the attendance of many students. (See p. 13.)

To achieve faculty desegregation, teachers were transferred to different schools in the middle of the school year. Principals said that the corps members helped the teachers in adjusting to their new schools. (See p. 13.)

Members of the Teacher Corps initiated or participated in community educational activities for the children and their parents, such as

--organizing an experimental learning center in which children could gain experience with various educational materials;

--establishing cultural arts and industrial arts programs;

--teaching English to Spanish-speaking adults; and

--sponsoring a workshop to educate parents on how they could help at home in their children's learning process. (See p. 19.)

Over half of the 71 interns who had completed the program at the time of GAO's review were hired as teachers in schools serving poor areas. (See p. 22.)

Broadening teacher preparation programs

The Miami program had some degree of success in broadening the University of Miami's teacher preparation program. The university initiated new courses, adapted regular courses to make them more relevant to teaching children from poor families, and employed some new teaching techniques. (See p. 24.)

According to university officials, the program had influenced

--the introduction of video recorders as teaching aids in the School of Education and

--a new requirement for field teaching experience in some undergraduate courses before the senior year--the year when student teaching normally is performed. (See p. 25.)

A number of new courses for Teacher Corps interns were not offered to students in the University of Miami's regular teacher preparation program. University officials informed GAO that no formal procedures had been established to determine which ideas, experiments, and techniques used in the Teacher Corps program would warrant inclusion in the university's regular teacher preparation program. (See p. 26.) GAO believes that such procedures should be established.

Role of the State in the program

GAO believes that the Teacher Corps programs in Florida could be made more effective through broader dissemination by the State Department of Education of information on experiments and methods used successfully in the Miami program. In GAO's opinion, such information would be of benefit to other universities and local educational agencies in Florida, particularly those not engaged in a Teacher Corps program. (See p. 29.)

RECOMMENDATIONS OR SUGGESTIONS

HEW should

--emphasize to Office of Education officials the importance of having local educational agencies in the Miami program adopt specific procedures to integrate successful Teacher Corps innovations into the regular school programs (see p. 23);

--promote the establishment of formal procedures by the university to determine which ideas, experiments, and techniques used in the program should be included in the university's regular teacher preparation program (see p. 27); and

--discuss with the Florida Department of Education the feasibility of dissemination of information on successful corps methods to other Florida universities and local educational agencies, particularly those not engaged in the Teacher Corps program. (See p. 29.)

AGENCY ACTIONS AND UNRESOLVED ISSUES

The Assistant Secretary, Comptroller, of HEW concurred in GAO's recommendations and described actions planned to put them into effect. (See pp. 23, 27, and 29.)

He acknowledged that early Teacher Corps guidelines did not place enough emphasis on program continuity and the process for achieving it. He said that current guidelines contained more explicit requirements on program continuity and that the Office of Education would follow their implementation closely. (See p. 23.)

MATTERS FOR CONSIDERATION BY THE CONGRESS

This report provides the Congress with information on the effectiveness of the Teacher Corps program in achieving its legislative objectives and on the additional steps needed to improve effectiveness. Some committees of Congress may wish to consider the report's contents in their deliberations on extending the program.

Contents

		Page
DIGEST		1
CHAPTER		
1	INTRODUCTION	5
	Operation of the Teacher Corps program	6
	Funding	7
	Program participation	8
2	THE UNIVERSITY OF MIAMI TEACHER CORPS PROGRAM	9
	Selection of interns	10
3	DID THE PROGRAM STRENGTHEN THE EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF LOW-INCOME FAMILIES?	12
	Work performed by corps members in participating schools	13
	Utilization of team leaders	14
	Utilization of interns	14
	Special projects and new teaching methods were discontinued after completion of assignments	17
	Support of education-related community activities	19
	Retention of program graduates after training	22
	Conclusion	22
	Recommendation to the Secretary of Health, Education, and Welfare	23
4	DID THE PROGRAM BROADEN THE UNIVERSITY OF MIAMI'S TEACHER PREPARATION PROGRAM?	24
	Conclusion	26
	Recommendation to the Secretary of Health, Education, and Welfare	27
5	ROLE OF THE FLORIDA DEPARTMENT OF EDUCATION IN THE PROGRAM	28
	Conclusion	29
	Recommendation to the Secretary of Health, Education, and Welfare	29

CHAPTER		Page
6	SCOPE OF REVIEW	30
APPENDIX		
I	Statistical data on University of Miami Teacher Corps program	33
II	Letter dated February 19, 1971, from the Assistant Secretary, Comptroller, Department of Health, Education, and Welfare, to the General Accounting Office	34
III	Principal officials of the Department of Health, Education, and Welfare having responsibility for the activities discussed in this report	37

ABBREVIATIONS

GAO	General Accounting Office
HEW	Department of Health, Education, and Welfare
LEA	local educational agency

COMPTROLLER GENERAL'S
REPORT TO THE CONGRESS

ASSESSMENT OF THE IMPACT OF
THE TEACHER CORPS PROGRAM AT
THE UNIVERSITY OF MIAMI AND
PARTICIPATING SCHOOLS IN SOUTH FLORIDA
Office of Education, Department of
Health, Education, and Welfare
B-164031(1)

D I G E S T

WHY THE REVIEW WAS MADE

Because of interest expressed by committees and members of Congress in the Teacher Corps program as part of the overall Federal effort in the field of education, the General Accounting Office (GAO) has reviewed the program, nationwide. This report, the first of a series, assesses the impact of the program at the University of Miami and participating local educational agencies in south Florida (Miami program).

The Teacher Corps was established in the Office of Education, Department of Health, Education, and Welfare (HEW), under the Higher Education Act of 1965. The legislative objectives of the program are to

--strengthen educational opportunities for children in areas having concentrations of low-income families and

--encourage colleges and universities to broaden their programs for training teachers.

The Teacher Corps recruits and trains qualified teachers (team leaders) and inexperienced teacher interns for teaching in areas where family incomes are low. Members of the corps are assigned to schools in teams consisting of a team leader and several interns. During their service, the interns also study in courses leading to a college or university degree and to qualification for a State teaching certificate.

Local educational agencies are expected to pay at least 10 percent of the salaries of Teacher Corps members; the Office of Education pays the remainder and the costs of the interns' courses. (See p. 7.)

As of the summer of 1970, Federal funds of about $1.9 million had been expended under the Miami program since its inception in 1966. (See p. 8.)

FINDINGS AND CONCLUSIONS

Strengthening educational opportunities

The Miami program strengthened the educational opportunities available to pupils in classes to which corps members were assigned. (See p. 12.)

GAO believes, however, that the program had much less impact than it might have had.

Many Teacher Corps innovations were not continued after the corps members finished their assignments. Lack of staff and funds were usually cited as reasons. No specific procedures had been developed to determine which innovations would be desirable for the schools' regular curriculums. (See p. 17.)

Innovative teaching methods introduced included

--teaching slow-learning pupils by having them write or tell stories based on their experiences;

--using photography and other audio-visual aids;

--dramatizing of stories to improve reading and language skills;

--teaching black history, the origin and development of jazz, and corrective handwriting; and

--using the Spanish language to teach Spanish-speaking children. (See pp. 13 to 15.)

School principals and teachers generally agreed that the new teaching methods and the individual attention provided by the program increased the learning capability and improved the attendance of many students. (See p. 13.)

To achieve faculty desegregation, teachers were transferred to different schools in the middle of the school year. Principals said that the corps members helped the teachers in adjusting to their new schools. (See p. 13.)

Members of the Teacher Corps initiated or participated in community educational activities for the children and their parents, such as

--organizing an experimental learning center in which children could gain experience with various educational materials;

--establishing cultural arts and industrial arts programs;

--teaching English to Spanish-speaking adults; and

--sponsoring a workshop to educate parents on how they could help at home in their children's learning process. (See p. 19.)

Over half of the 71 interns who had completed the program at the time of GAO's review were hired as teachers in schools serving poor areas. (See p. 22.)

Broadening teacher preparation programs

The Miami program had some degree of success in broadening the University of Miami's teacher preparation program. The university initiated new courses, adapted regular courses to make them more relevant to teaching children from poor families, and employed some new teaching techniques. (See p. 24.)

According to university officials, the program had influenced

--the introduction of video recorders as teaching aids in the School of Education and

--a new requirement for field teaching experience in some undergraduate courses before the senior year--the year when student teaching normally is performed. (See p. 25.)

A number of new courses for Teacher Corps interns were not offered to students in the University of Miami's regular teacher preparation program. University officials informed GAO that no formal procedures had been established to determine which ideas, experiments, and techniques used in the Teacher Corps program would warrant inclusion in the university's regular teacher preparation program. (See p. 26.) GAO believes that such procedures should be established.

Role of the State in the program

GAO believes that the Teacher Corps programs in Florida could be made more effective through broader dissemination by the State Department of Education of information on experiments and methods used successfully in the Miami program. In GAO's opinion, such information would be of benefit to other universities and local educational agencies in Florida, particularly those not engaged in a Teacher Corps program. (See p. 29.)

RECOMMENDATIONS OR SUGGESTIONS

HEW should

--emphasize to Office of Education officials the importance of having local educational agencies in the Miami program adopt specific procedures to integrate successful Teacher Corps innovations into the regular school programs (see p. 23);

--promote the establishment of formal procedures by the university to determine which ideas, experiments, and techniques used in the program should be included in the university's regular teacher preparation program (see p. 27); and

--discuss with the Florida Department of Education the feasibility of dissemination of information on successful corps methods to other Florida universities and local educational agencies, particularly those not engaged in the Teacher Corps program. (See p. 29.)

AGENCY ACTIONS AND UNRESOLVED ISSUES

The Assistant Secretary, Comptroller, of HEW concurred in GAO's recommendations and described actions planned to put them into effect. (See pp. 23, 27, and 29.)

He acknowledged that early Teacher Corps guidelines did not place enough emphasis on program continuity and the process for achieving it. He said that current guidelines contained more explicit requirements on program continuity and that the Office of Education would follow their implementation closely. (See p. 23.)

MATTERS FOR CONSIDERATION BY THE CONGRESS

This report provides the Congress with information on the effectiveness of the Teacher Corps program in achieving its legislative objectives and on the additional steps needed to improve effectiveness. Some committees of Congress may wish to consider the report's contents in their deliberations on extending the program.

CHAPTER 1

INTRODUCTION

We evaluated the effectiveness of the Teacher Corps program at the University of Miami, Coral Gables, Florida, and at participating local educational agencies (LEAs) in accomplishing the legislative objectives of the Teacher Corps. These objectives are

--to strengthen the educational opportunities available to children in areas having concentrations of low-income families and

--to encourage colleges and universities to broaden their programs of teacher preparation.

To accomplish these objectives, the Teacher Corps is authorized to (1) attract and train qualified teachers who will be made available to LEAs for teaching in areas of low-income families;[1] (2) attract and train inexperienced teacher interns who will be made available to LEAs for teaching and in-service training in such areas in teams led by an experienced teacher; (3) attract volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by LEAs and institutions of higher education serving such areas; and (4) attract and train educational personnel to provide training, including literacy and communication skills, for juvenile delinquents, youth offenders, and adult criminal offenders. The latter two means of achieving the objectives were authorized, subsequent to the commencement of our review, by Public Law 91-230--an act to extend programs of assistance for elementary and secondary education--approved April 13, 1970, and, therefore, were not within the scope of our review.

---

[1]The enabling legislation permitted experienced teachers to be assigned to LEAs individually or as the head of a teaching team. Public Law 90-35, approved June 29, 1967, amended the legislation to permit experienced teachers to be assigned only as the head of a teaching team.

This review was one of several made by GAO at selected universities and LEAs throughout the Nation.

OPERATION OF THE TEACHER CORPS PROGRAM

The Teacher Corps was established in the Office of Education, HEW, pursuant to title V, part B, of the Higher Education Act of 1965, as amended (20 U.S.C. 1101). The Teacher Corps is basically a locally controlled and operated program. The Office of Education provides funds to operate approved Teacher Corps programs which have been locally conceived to meet local needs and which have been approved by the applicable State educational agency. To be eligible for approval, a program must be designed to serve children in areas having high concentrations of low-income families.

Persons eligible to be enrolled in the Teacher Corps are (1) experienced teachers, (2) persons who have a baccalaureate degree or its equivalent, and (3) persons who have completed 2 years in a program leading toward a baccalaureate degree. After selection, the corps members are placed in teams consisting of an experienced teacher (the team leader), and a number of teacher interns. During their service the interns receive training and instruction leading to a degree from the participating college or university and to qualification for State teaching certification. The training consists of academic courses, work in classrooms of local schools, and participation in community-based education activities.

While in the schools, corps members are under the direct supervision of officials of the LEA to which they are assigned. With certain exceptions, LEAs are authorized to (1) assign and transfer corps members within the school system, (2) determine the subject matter to be taught, and (3) determine the terms and continuance of the assignment of corps members within the system. However, corps members may not be used to replace any teacher who is or otherwise would have been employed by the LEA.

The Teacher Corps program operates on a cycle basis. Generally a cycle consists of preservice training--a period of no more than 3 months during which the corps members'

suitability for acceptance into the program is determined--and 2 academic years with an intervening summer. Certain programs, however, operate for a shorter period of time. The authorizing legislation provides for enrollment of corps members for periods up to 2 years. A new Teacher Corps cycle has started each year, beginning with 1966.

The cost of the interns' courses and the administrative costs of the colleges or universities and the LEAs are paid by the Office of Education. The LEAs are expected to provide at least 10 percent of the corps members' salaries and related benefits while they are in the schools, and the Office of Education provides the remainder.

Team leaders are to be compensated at a rate agreed to by the LEA and the Commissioner of Education. At the time our review began, interns were compensated either at a rate which was equal to the lowest rate paid by the LEA for teaching full time in the school system and grade to which an intern was assigned or $75 a week plus $15 a week for each dependent, whichever amount was less. Public Law 91-230, however, amended the compensation authorized for interns by providing that they be paid either at a rate which did not exceed the lowest rate paid by the LEA for teaching full time in the school system and grade to which an intern was assigned or $90 a week plus $15 a week for each dependent, whichever amount was less.

FUNDING

From inception of the Teacher Corps program in fiscal year 1966 through fiscal year 1970, funds authorized and appropriated by the Congress for the Teacher Corps program, nationwide, were as follows:

Fiscal year	Authorization	Appropriation
1966	$36,100,000	$ 9,500,000
1967	64,715,000	11,323,000
1968	33,000,000	13,500,000
1969	46,000,000	20,900,000
1970	80,000,000	21,737,000

As of the summer of 1970, the University of Miami and the LEAs involved in the Miami program had received about $2 million and had expended about $1.9 million. (See app. I.) The Miami program has been operational for four consecutive cycles, beginning with the first cycle in 1966.

PROGRAM PARTICIPATION

Certain nationwide data relating to participation in the Teacher Corps program, from its inception in fiscal year 1966 through fiscal year 1970, is shown in the tabulation below.

	Entered program			Completed program			Rate of dropout		
Cycle	Interns	Team leaders	Total	Interns	Team leaders	Total	Interns	Team leaders	All corps members
							(percent)		
I	1,279	337	1,616	627	170	797	51	50	51
II	882	152	1,034	674	143	817	24	6	21
III	1,029	186	1,215	832	170	1,002	19	10	18
IV[a]	1,375	200	1,575	-	-	-	-	-	-
V[a]	1,445	221	1,666	-	-	-	-	-	-

[a]Participants had not completed program at time of GAO review.

CHAPTER 2

THE UNIVERSITY OF MIAMI

TEACHER CORPS PROGRAM

The University of Miami Teacher Corps program is a cooperative effort involving LEAs; communities in south Florida in Dade, Broward, and Collier Counties; the Florida Department of Education; and the University of Miami. The Miami program is designed to train individuals who have undergraduate degrees in an area other than education to become teachers of disadvantaged children. The program was initiated in 1966 and has operated continuously through the fourth cycle, which is scheduled to be completed in July 1971.

During the first cycle (1966-68), the second cycle (1967-69), and the third cycle (1968-70), Teacher Corps teams were assigned to schools in Dade County. Some of the first- and second-cycle corps members were also assigned to Broward County schools during the school years 1966-67 and 1967-68. Fourth-cycle (1969-71) corps members were assigned only to schools in Collier County, which is about 120 miles from the university. (See app. I.) During the first three cycles, the interns received classroom instruction at the university. During the fourth cycle, however, because of the distance between Collier County and the university, professors from the university and/or consultants traveled to Collier County to provide classroom instruction to the interns.

First- and second-cycle Teacher Corps teams were assigned to both elementary and secondary schools, while third- and fourth-cycle corps members were assigned to elementary schools only. The corps members worked largely with black, Mexican-American, and Cuban children from inner-city ghettoes, migrant camps, and other rural and urban poverty areas in Dade, Broward, and Collier Counties.

Although joint program proposals were prepared by the university and the LEAs for each cycle, the university and LEAs prepared separate budgets and financial reports and submitted them to the Office of Education for each cycle in

which they participated. The university and LEAs also received separate grants from the Office of Education.

The Miami program was administered by a program director who was a professor in the university's School of Education. Designated coordinators who acted in behalf of the county school superintendents administered the program for the LEAs.

SELECTION OF INTERNS

The Miami program's selection process was generally effective in providing interns qualified to be trained as teachers of disadvantaged children.

The Miami program had representatives from the community, the LEAs and the university on its intern selection panel for the second, third, and fourth cycles. Some third-cycle interns participated in the selection of fourth-cycle interns. There was no formal selection panel for the first cycle because of the short span of time between funding authorization and program implementation. The program director selected first-cycle interns.

To be accepted into the Miami program, prospective interns had to have at least a C+ average and a combined score of 800 on the verbal and quantitative sections of the Graduate Record Examination (the requirements for admittance to the university's graduate school). Teacher Corps guidelines, however, state that the selection criteria should make possible the enrollment of outstanding teacher prospects who may have only average academic records. Fourth-cycle interns were also required to have a valid college degree in an area other than education. A Miami program staff member stated that, as a general rule, interns who had majored in education and were certified to teach were not accepted.

According to University of Miami graduate school records, 36 of 128 interns selected for the first four cycles did not have the required C+ average. Of these 36 interns, six dropped out of the program and the participation of four was terminated by the university. Three of the four terminations were for academic reasons. The other 26 interns

admitted with less than a C+ average completed the program successfully.

Of the 128 interns, 17 were admitted with less than a score of 800 on the Graduate Record Examination. Only four of these interns dropped out of the program.

Of the 128 interns who had been recruited by the University of Miami and participating LEAs, 71 had completed the program and 24 were in the process of completing the fourth cycle as of September 1970. Thirty-three, or 26 percent of the interns in the four cycles, dropped out of the program before completing it for the following reasons.

	Number
Accepting other employment	7
Personal reasons	7
Health reasons	6
Personal conflict with program implementation	3
Unsatisfactory grades	3
Interest in teaching in area other than elementary education	2
Transferring to other programs	2
Ineligibility for master's degree	1
Financial problems	2
Total	33

During cycles one through four, 30 experienced teachers were recruited as team leaders to supervise the interns. Of these, 11 served 1 year or less and 19 either completed the program or were participating in the program at the time of our review.

CHAPTER 3

DID THE PROGRAM STRENGTHEN THE EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF LOW-INCOME FAMILIES?

We believe that the Miami program strengthened the educational opportunities available to children who attended classes in participating schools where corps members had been assigned. Participating schools were in areas having concentrations of low-income families.

As a result of the program, additional educational services were introduced in the participating schools. Corps members initiated or participated in education-related community activities for the children and their parents. Some of these community projects were continued by the schools after the corps members had completed their assignments. Over half of the 71 interns who had completed the Miami program at the time of our review were employed as teachers in schools serving low-income areas.

One of the objectives established by the Office of Education for the Teacher Corps program was to bring about changes in LEA instructional methods to strengthen the educational opportunities available to children in the program areas. We were informed by corps members and school officials that the Miami program had limited success in stimulating lasting changes in LEA methods of instruction. Most of the educational services introduced in the schools under the Teacher Corps were not continued after the corps members' assignments to the schools were completed.

We noted that neither the LEAs, nor the Florida Department of Education, nor the University of Miami had any plans for the transition of funding responsibility to State and/or local sources for this type of teacher-training program when and if Federal funding should cease. Such action was intended by the Office of Education under the Teacher Corps program.

WORK PERFORMED BY CORPS MEMBERS IN PARTICIPATING SCHOOLS

Corps members were assigned to the schools in teams consisting of a team leader and generally five or six interns. The interns, under the supervision of the team leaders, were assigned to and worked in cooperation with a regular teacher or regular teachers at their respective schools.

In general the team leaders, interns, principals, and teachers interviewed by us believed that the children in the schools where Teacher Corps teams were assigned had benefited from corps members' presence. According to those involved with the program, the children's learning capability was increased by the individual attention provided by interns; also, because of the special training received by the interns in dealing with the disadvantaged child, the attendance of many students improved. Special educational instruction was provided by a corps member in Spanish for certain Spanish-speaking children, which helped them improve their educational achievement and remain in school. Instruction in Spanish had not been provided previously because of the unavailability of a bilingual teacher.

School principals informed us that the Teacher Corps provided their schools with an additional teaching resource in the team leader and enabled regular teachers to devote time to attending training courses when interns had the responsibility for teaching their classes. Because of desegregation, teachers were transferred to different schools in the middle of the school year. Principals stated that the corps members were of considerable assistance to the teachers by helping them adjust to their new classroom situations. The principals stated also that corps members tutored the more disruptive students and thereby allowed regular teachers to continue teaching other students and that the sizes of classes were reduced to more manageable numbers through tutoring of small groups.

Many of the accomplishments in the schools attributed to the Teacher Corps program were of a temporary nature, in that the services provided by the corps members in the schools were not continued after the teams completed their 2-year assignments. According to LEA officials, these

services were discontinued primarily because the schools lacked staff and funds to continue the special projects and services initiated by corps members.

Utilization of team leaders

Team leaders were responsible for the supervision of the interns comprising the teams. Their duties included assisting the interns in lesson planning; demonstrating teaching techniques to interns; evaluating interns' performance; and, in general, promoting the activities of the teams by acting as a liaison between interns, regular teachers, and the principals. In our discussions with school principals, we were informed that the team leaders were also utilized to a limited extent for other miscellaneous duties, such as orienting new or substitute teachers and assisting with curriculum planning. The principals informed us, however, that these duties did not interfere with the team leaders' supervision of the interns.

In addition to the activities discussed above, the University of Miami program staff cited some instances where team leaders had provided in-service training for regular teachers but stated that this practice had not been emphasized.

Utilization of interns

In their assigned schools, interns observed other teachers in the classroom situation, tutored individual students, taught small groups of children, taught selected subjects to classes, and ultimately taught entire classes. They also became involved in special projects at established community agencies and developed or initiated clubs and projects on their own in the various schools and communities. A section of this report (see p. 19) concerns the community activities of the corps members.

Most of the interns informed us that they were permitted to develop their own teaching methods when providing instruction to the children. The teams introduced several innovative teaching methods not previously used in the schools to which they were assigned. Included were

--creation of a cultural arts project for disadvantaged children that included areas of the arts not usually explored in the elementary school, such as architecture and the art of creating movies;

--a method of teaching low achievers which involved having the children write or relate stories based on their experiences;

--development of materials that were not included in the standard textbooks used by the children;

--organization of classes into different work groups and individualizing each group's activities rather than having the entire class perform a particular activity;

--dramatization of stories to improve reading and language skills;

--use of audio-visual aids and photography in teaching various subjects; and

--use of a special device which could be manipulated by the students learning mathematics.

Also, as part of their studies at the university, the interns were required to develop special teaching plans (units) on subjects that were relevant to children from low-income families. Units in black history, the origin and development of jazz, and corrective handwriting were among the numerous units that were developed. According to a University of Miami program staff member, the interns usually taught these subjects in their assigned schools. Copies of the special teaching plans were distributed to officials in the schools, to other LEA officials, to other interns, to professors at the university, and to projects at other universities. The staff member informed us also that LEA officials responsible for developing a manual on black literature used a portion of a special plan on this subject that an intern had developed.

Our analysis of Miami program records and discussions with interns showed that the interns devoted from 29 to

50 hours a week to the program with about 58 percent of their time allocated to duties in their assigned school, 21 percent allocated to community activities or special projects, and 21 percent allocated to their university courses. Most of the interns considered their time to be well utilized; some raised questions regarding the value of community activities and suggested that more emphasis ought to be placed upon their teaching duties to directly help the disadvantaged child in the classroom situation.

Principals of the schools where the interns were assigned expressed the belief that interns were generally utilizing their time effectively while they were in the school, but some stated that they would have preferred having them in the schools for longer periods of time. The university schedule of courses prevented the interns from being in the schools for longer periods.

Although team leaders had little criticism of the time interns devoted to their activities, some suggested that interns might be utilized more effectively if they assumed full classroom responsibility earlier than the last semester of their 2d year in the program. We noted that a paper submitted by Miami program officials to the Office of Education in June 1970, as a preliminary step to obtaining funds for an additional cycle, included plans for the interns to assume full classroom responsibility one semester earlier than had been the case previously.

A University of Miami staff member informed us that time became available for the regular staff to attend in-service training courses provided by the LEAs when interns assumed classroom responsibility. We were informed, however, that the training was not particularly related to the problems of children from low-income areas. We suggested, and the director of the Miami program agreed, that the 1970-71 school year would be an opportune time to begin providing regular teachers with specialized training related to such problems when teachers were released from classroom responsibilities by corps members.

Special projects and new teaching methods were discontinued after completion of assignments

According to a March 1970 questionnaire sent by the university program staff to 1969 graduates, several graduates who were then teaching had written, developed, or contributed materials related to teaching the disadvantaged and many were involved in some education-related activity beyond the regular instructional schedule.

For the most part, however, the special projects and new teaching methods introduced by the corps members in the participating schools during all cycles were not continued after the corps members' assignments to the schools were completed. New instructional methods used by corps members during their assignments generally were not adopted by the regular teaching staff.

From discussions with principals and other LEA officials, we learned that no specific procedures had been developed for evaluating the various methods, projects, and other techniques introduced by corps members with the objective of identifying those that might warrant retention as part of the schools' regular curriculums.

We discussed the general lack of continuation of corps members' activities with principals of the schools to which corps members were assigned. One of the principals stated that it was difficult for the corps members to influence regular teachers to change their method of instruction because these teachers viewed the interns as novices who had little to offer them. Another principal informed us that emphasis in his school was placed on trying to prepare the interns to teach rather than on changing the techniques of the regular staff of teachers.

According to university, State, and LEA officials, there have been no follow-on programs initiated or planned in Florida that would provide teacher training similar to that provided by the federally funded Teacher Corps program. These officials cited lack of staff and funds as the primary reasons that the activities initiated by the corps members were not continued after the corps members' assignments were completed.

Although the Teacher Corps goals included the objective of having LEAs carry on the successful features of the Teacher Corps program after Federal funding ceases, the Teacher Corps guidelines furnished to the LEAs for the third and fourth cycles covered by our review did not contain any provisions requiring the LEAs to provide specific plans indicating the availability of fiscal support or other resources to enable them to carry on the more effective projects and innovative methods implemented under the Teacher Corps program.

We noted that Teacher Corps guidelines issued for the sixth cycle (1971-73) included explicit requirements that participating LEAs show how successful features of a Teacher Corps program, as identified by the LEAs, will ultimately be integrated into the LEAs' regular programs. We consider it important that this requirement of the guidelines be effectively implemented by Teacher Corps officials to help achieve the fullest measure of benefits reasonably obtainable from the federally funded Teacher Corps program.

SUPPORT OF EDUCATION-RELATED COMMUNITY ACTIVITIES

Although the authorizing legislation does not specifically provide for community activities, Teacher Corps guidelines encourage involvement by corps members in community-based education programs. Such activities were to be planned and undertaken with the active participation of parents and other community members. This requirement was based on the belief of the Teacher Corps officials that children learn not only from teachers in school but also from other children both in and out of school, from their parents, and from others in the neighborhood and that each of these areas must be strengthened if children from low-income families are to receive an education comparable to that of more advantaged children.

In our review of the Miami program, we found that corps members generally performed teaching duties in their assigned schools during the morning hours. In the afternoons and evenings, the corps members utilized their free time to initiate education-related activities for children and adults of the communities. These activities included

--organizing an experimental learning center in which children could gain experience with various education materials,

--a cultural arts program and an industrial arts program,

--teaching English to Spanish-speaking adults, and

--sponsoring a teacher-parent workshop to educate parents regarding ways that parents could assist their child's learning process at home.

Team leaders whom we interviewed informed us that the children and adults benefited from the projects and stated that, because of the projects, the children had opportunities to do and see things that would not otherwise have been possible. Principals stated that corps members, during a mid-year transfer of teachers to achieve faculty desegregation, helped acquaint the community with what was taking place.

Also, in certain communities without parks and other recreational facilities, the principals stated that corps members helped provide after-school activities in the schools for students and parents.

According to some of the interns, their community activities helped provide parents with an understanding of the activities their children were involved in at school and established better rapport between white and black parents. The interns also said that they became better teachers after becoming aware of the needs of the families and children of the community and that the children of working parents were being provided with meaningful activities after school rather than being left unsupervised at home.

Certain of the community projects were continued after corps members completed their internships in the assigned schools. According to the principal where the experimental learning center had been initiated, it was continued by utilizing funds authorized by title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 241a).

The principal of the school where the industrial arts program was introduced stated that he had employed the intern responsible for the program and that it was continued. Subsequently, the intern was transferred to another school. The principal stated that, although the industrial arts project would not be continued at his school because of a lack of staff and resources, the intern planned to implement the project at the school to which he was transferred.

According to a summary of program results prepared by the director of the Miami program, the Teacher Corps teams had pioneered many experimental programs which the schools could not develop or continue because of a lack of time and/or staff. The principal at the school where the industrial arts program had operated informed us that he did not have sufficient qualified staff to continue the cultural arts program organized by Teacher Corps. The principal at another school stated that a teacher-parent workshop initiated by the interns was not continued because his teaching staff was not large enough to continue the program.

The director of the Miami program stated that, although certain community activities had been continued after the completion of intern assignments, it was difficult in many cases to obtain other personnel capable of continuing the projects. He said that fourth-cycle community activities appeared to offer more possibilities with respect to continuity since the Miami program was attempting to involve regular teachers to a greater extent in the operation of the projects.

RETENTION OF PROGRAM GRADUATES AFTER TRAINING

Of the 71 interns who graduated during cycles one through three, 49 were employed as teachers. Of those employed as teachers, 39 were teaching in schools serving low-income areas. The remaining 22 interns, or 31 percent, did not pursue teaching careers.

Of the 24 fourth-cycle interns in the program at the time of our review, 18 stated that they planned to teach after they completed their assignments. Of the 18 interns, nine stated that they planned to teach in low-income areas and four stated that they planned to teach in the LEA to which they were then assigned. Six fourth-cycle interns, or 25 percent, did not plan to teach.

We interviewed nine third-cycle interns who did not pursue teaching careers and the six fourth-cycle interns who did not plan to continue teaching. Reasons given by these third- and fourth-cycle interns for not pursuing teaching careers after their graduation included

--personality not suited for teaching,

--generally high student-teacher ratios which tended to hinder the effectiveness of even a well-trained teacher,

--the desire to obtain additional education, and

--plans for leaving the country.

Most of the team leaders who completed the program were hired in supervisory positions by the LEAs.

CONCLUSION

With regard to the Teacher Corps' legislative objective of strengthening educational opportunities available to children in areas having concentrations of low-income families, it is our opinion that the University of Miami program accomplished this objective in the classes where corps members were assigned.

However, since most of the educational services introduced in the schools under the Teacher Corps program were not continued after the corps members' assignments were completed, the impact of the Miami program on the educational opportunities available to children of low-income families was considerably less than could have been achieved.

RECOMMENDATION TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that, to make the Teacher Corps program more effective, the Secretary of Health, Education, and Welfare emphasize to Office of Education officials the importance of ensuring that LEAs participating in the University of Miami program adopt specific procedures aimed at integrating the successful features of the Teacher Corps program into the LEAs' regular school programs.

- - - -

The Assistant Secretary, Comptroller, HEW, commented on a draft of this report by letter dated February 19, 1971. He stated that the report presented an accurate account of the strengths and weaknesses of the Miami program. He stated also that the comments on the report included the views of the Florida Department of Education and the director of the Miami program.

With respect to the above recommendation, the Assistant Secretary informed us that the Office of Education would write to the Florida Department of Education and the director of the program at the University of Miami emphasizing the importance of continuing the successful features of the Miami program in the participating LEAs and encouraging the State to promulgate specific procedures for integrating such features into the LEAs' regular school programs.

He acknowledged that early Teacher Corps guidelines did not place enough emphasis on program continuity and the process for achieving this goal. He stated that, as recognized by GAO, current guidelines contained more explicit requirements concerning program continuity. He stated also that the Office of Education would closely monitor the implementation of the current guidelines.

CHAPTER 4

DID THE PROGRAM BROADEN THE UNIVERSITY OF MIAMI'S TEACHER PREPARATION PROGRAM?

The Teacher Corps program at the University of Miami has had some degree of success in broadening the University's teacher preparation program. The university initiated new courses, adapted regular courses to make them more relevant to teaching children from low-income families, and utilized new techniques to train Teacher Corps interns. Although changes were made in the university's regular teacher preparation program as a result of the university's experience with Teacher Corps, the special curriculum developed for Teacher Corps interns was not open to students in the university's regular teacher preparation program.

The university initiated several new courses for Teacher Corps interns--such as a course related to curriculum and instruction for the disadvantaged child, courses pertaining to child growth and development, and tutorial techniques. In addition to these new courses, a number of regular teacher training courses were adapted for the Teacher Corps curriculum. Courses relating to reading in the elementary school and psychological and sociological bases of education were among the courses offered to regular students which had been adapted for Teacher Corps use.

Different approaches to teacher training were utilized in the program. For example, during fourth-cycle preservice training, an approach utilizing inquiry groups was developed by the Teacher Corps program. To familiarize themselves with various aspects of the education process, these groups inquired into various subjects pertaining to education, such as tutoring disadvantaged children, educational technology, and experimental education techniques. The results of the individual group efforts were then reported to the entire class in order for the entire group to benefit from the information obtained.

We asked third- and fourth-cycle interns whether the courses provided by the university were relevant to their

needs, and more than half of those interviewed stated that the courses were relevant. According to these interns, the courses had provided background on sociological and behavioral problems of the disadvantaged child and the treatment of such problems. On the other hand, a few of the interns considered the courses unrelated to the school populations they were assigned to teach and stated that the professors did not have enough experience with disadvantaged children to provide adequate information in the courses.

According to university officials, the Teacher Corps program had influenced (1) the introduction of video recorders as a teaching aid in the School of Education, (2) the inclusion of units concerning disadvantaged children in the regular education courses taught by professors who also taught interns, and (3) the inclusion of a requirement that field teaching experience be obtained for three undergraduate courses in the School of Education earlier than the senior year--the period when student teaching is normally performed.

The director of the university's Teacher Corps program stated that, during the 1970 fall semester, the School of Education planned to incorporate the fourth-cycle preservice approach of using inquiry groups into a graduate course and planned to incorporate material on disadvantaged children in two additional undergraduate courses. The director stated that these changes were consistent with the university's policy of attempting to include elements related to the disadvantaged into existing courses rather than instituting new courses on the subject.

According to the dean of the School of Education, the Teacher Corps has provided in-service training for faculty members. He said that a professor at the university had made a study on how the university curriculum might be changed to make it more relevant to teaching the disadvantaged. He said also that the study proposals had not been acted upon by the university but would probably be acted upon at a future faculty meeting.

Although the various changes made by the university in its regular teacher preparation program appeared to be in line with the objectives of the Teacher Corps program, we noted that there were still a number of new courses made

available to Teacher Corps interns that had not been made available to regular students.

The director of the University of Miami program and the dean of the School of Education informed us that no formal procedures had been established for evaluating the various ideas, experiments, and techniques that were used in the Teacher Corps program to identify those that would warrant inclusion in the university's regular teacher preparation program. Rather, they passed this information on to the School of Education through discussion with faculty members, through reports presented at faculty meetings, and other devices. We believe it important that such procedures be established to help achieve the fullest measure of benefits reasonably obtainable from the federally funded Teacher Corps program. Such action is of particular significance in light of the statements made to us by the director of the Miami Teacher Corps program and the dean of the School of Education that, if Federal funds were no longer available for the Teacher Corps program, the university's Teacher Corps department would be discontinued because the university did not have the funds to continue a program of this nature.

Teacher Corps guidelines for cycle six (1971-73) state that colleges and universities must clearly intend to adopt into their regular teacher education programs those elements which have proved successful in their Teacher Corps program. The guidelines state further that the proposals must specify the new approaches which will be undertaken in the Teacher Corps program, the timetable for general adoption into the regular teacher preparation program of those new approaches favorably evaluated, and a clear statement indicating by whom and by what criteria the decision to adopt the new approaches will be made. We consider it important that these requirements of the guidelines be effectively implemented by Teacher Corps officials.

CONCLUSION

With regard to the legislative objective of encouraging colleges and universities to broaden their programs of teacher preparation, it is our opinion that the University of Miami program has had some degree of success.

However, there were certain new courses made available to Teacher Corps interns that were not made available to regular students. Furthermore, no formal procedures had been established for evaluating the various ideas, experiments, and techniques that were used in the Miami Teacher Corps program to identify those that would warrant inclusion in the university's regular teacher preparation program. We believe it important that such procedures be established in order that the fullest measure of benefits reasonably obtainable from the federally funded Teacher Corps program might be achieved.

RECOMMENDATION TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

Therefore, we recommend that the Secretary of Health, Education, and Welfare promote the establishment by the university of formal procedures for evaluating the various ideas, experiments, and techniques used in the Miami Teacher Corps program to identify and incorporate those that warrant inclusion in the university's regular teacher preparation program.

- - - -

The Assistant Secretary concurred in our recommendation and stated that the Office of Education would require the university to develop formal procedures to evaluate the various methods used in the Miami program and incorporate those identified as appropriate into the university's regular teacher preparation program.

CHAPTER 5

ROLE OF THE FLORIDA DEPARTMENT OF EDUCATION IN THE PROGRAM

The Florida Department of Education official responsible for the Teacher Corps program in that State informed us that he coordinated and promoted the program, provided assistance to universities and LEAs in preparing proposals when requested, reviewed and approved proposals, provided assistance to program officials, and monitored the progress of programs through visits to program sites. In the fall of 1970, Teacher Corps programs in Florida were in operation at the University of Miami, the University of South Florida, and the University of Florida. The latter two programs were funded for the fifth cycle and began in the summer and fall of 1970, respectively.

The Florida department's participation in the development of program proposals was primarily that of an advisor when a university or LEA developing a proposal desired its services. No assistance was furnished to the university or LEA by the department in the development of concept papers--documents submitted to the Office of Education prior to the submission of a proposal.

The proposals were submitted concurrently to the Office of Education and to the Florida Department of Education. Prior to approval the department reviewed proposals for compliance with Teacher Corps guidelines and determined whether proposed courses satisfied teacher certification requirements in the State. A brief statement of the department's evaluation and recommendation was provided in a letter to the Office of Education.

After a program became operational, the department obtained information on its operation through visits to the site, telephone conversations, and trip reports prepared by Office of Education program specialists. We were informed by the responsible department official that only about $750 a year was expended by the State for administration of the Teacher Corps program.

In commenting on the program, the department official said that the Teacher Corps program had had some impact on the universities' teacher education programs by encouraging more field experience for student teachers and by encouraging the schools of education and the schools of arts and sciences in the universities to cooperate more closely. We inquired as to whether the official disseminated information about Teacher Corps activities to areas of the State not having such a program. The official stated that his dissemination efforts were limited to presentations made to the State Teacher Education Advisory Committee.

CONCLUSION

We believe that the effectiveness of the Teacher Corps programs in Florida could be considerably enhanced through broader dissemination by the Florida Department of Education of information concerning experiments and teaching methods successfully used in the Teacher Corps programs in the State. In our opinion, such information would be of benefit to other universities and LEAs in the State, particularly those not engaged in a Teacher Corps program.

RECOMMENDATION TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that the Secretary of Health, Education, and Welfare provide for Office of Education officials to discuss with the Florida Department of Education the feasibility of having the State disseminate information concerning experiments and teaching methods successfully used in Teacher Corps programs in the State to other universities and LEAs in the State, particularly those not engaged in the Teacher Corps program.

- - - -

The Assistant Secretary stated that the Office of Education would discuss, in conjunction with other pertinent Office of Education programs, the feasibility of having the State mount an adequate information dissemination program concerning the successful teaching methods used in the Miami program in order to encourage all universities and LEAs in Florida to adopt such methods in their education programs.

CHAPTER 6

SCOPE OF REVIEW

We reviewed the legislative history of the Teacher Corps program and the related policies, procedures, and guidelines of the Office of Education. We reviewed records relating to corps member selection, corps member activities in the schools and the University of Miami, retention of corps members in teaching after completion of their service, and various administrative aspects of the program. Our review was performed at the Teacher Corps headquarters in Washington, D.C., at the University of Miami, and at schools in Dade and Collier Counties, Florida. We also interviewed interns, team leaders, teachers, local school officials, University of Miami officials, Teacher Corps officials, and an official of the Florida Department of Education.

Our fieldwork was concerned primarily with the activities of the third and fourth cycles of the Teacher Corps program, since these were the cycles in operation at the time of our review. We also obtained certain information on activities of the first and second program cycles.

APPENDIXES

APPENDIX I

STATISTICAL DATA ON UNIVERSITY OF MIAMI TEACHER CORPS PROGRAM

NUMBER OF INTERNS PARTICIPATING IN PROGRAM

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Total
Number of interns:					
In program	32	31	35	30	128
Dropped out of the program	12	11	4	6	33
Completed program	20	20	31	(a)	71
Remained in teaching	12	19	18	(a)	49
Teaching children from low-income families	8	18	13	(a)	39

NUMBER OF TEAM LEADERS PARTICIPATING IN PROGRAM

	Number
Enrolled (cycles 1 through 4):	
Serving more than 1 year	19
Serving 1 year	10
Serving less than 1 year	1
Total	30

CHARACTERISTICS OF LEAS PARTICIPATING IN PROGRAM

LEA	Cycles in which LEA participated in program	Number of schools served by Teacher Corps	Total number of schools in LEA	School population of LEA
Dade County	1 through 3	14	228	241,621[b]
Broward County	1 and 2	4	106[b]	102,161[b]
Collier County	4	5	14	9,022

FEDERAL FUNDING

Grantee	Funds received	Funds expended
University of Miami	$ 903,098	$ 890,483
Dade County	822,696	776,312
Collier County	112,649	86,910
Broward County	176,208	160,360
	$2,014,651	$1,914,065

[a]Fourth-cycle interns were scheduled to complete the program by August 1971. There were 24 interns in the fourth-cycle program at the start of 2d year in service which began in August 1970.

[b]Information for Broward County is for school year 1968-69.

APPENDIX II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

FEB 19 1971

Mr. Phillip Charam
Associate Director
United States General Accounting Office
Washington, D.C. 20548

Dear Mr. Charam:

The Secretary has asked that I reply to your letter dated December 15, 1970, with which you forwarded the draft report of the General Accounting Office review of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida. We appreciate the opportunity to review and comment on the report, the conclusions and recommendations.

The report indicates that a very comprehensive review was performed and presents an accurate account of the strengths and weaknesses of the Teacher Corps Miami Program. The conclusions are sound and the recommendations are sufficiently objective to produce required remedial action to make the Teacher Corps Program more effective.

Detailed comments on the recommendations, together with the statements of actions to be taken to implement them, are set forth in the enclosures hereto. They are the product of review by cognizant Departmental and Office of Education staff of the report and the responses from the Florida Department of Education and the Director of the Program at the University of Miami.

Sincerely yours,

James B. Cardwell
Assistant Secretary, Comptroller

Enclosure

APPENDIX II

Department of Health, Education, and Welfare
Comments Pertinent to the Draft of Report to the Congress of the United States by the Comptroller General of the United States on Assessing the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida

Ensure that LEA's Adopt Specific Procedures for Integrating Successful Features of the Teacher Corps Programs in Regular School Programs

We recommend that the Secretary of Health, Education, and Welfare emphasize to the Office of Education officials the importance of ensuring that LEA's participating in the University of Miami program adopt specific procedures aimed at integrating the successful features of the Teacher Corps programs in the LEAs' regular school programs.

Department Comment

We concur in the recommendation.

The U.S. Office of Education (OE) in letters to the Florida Department of Education (FDE) and the Director of the program at the University of Miami will emphasize the importance of continuing the successful features of the Miami program in the participating LEA's. In addition, OE will encourage the FDE to promulgate specific procedures for integrating such features into the LEAs' regular school programs.

Promote the Establishment of Formal Procedures for Evaluating the Results of the Miami Program

We recommend that the Secretary of Health, Education, and Welfare promote the establishment by the University of formal procedures for evaluating the various ideas, experiments and techniques used in the Miami Teacher Corps program to identify and incorporate those that warrant inclusion in the University's regular teacher preparation program.

Department Comment

We concur in this recommendation.

OE will require the University to develop adequate formal procedures to evaluate the various methods used in the Miami Program and incorporate those identified as appropriate into the University's regular teacher preparation program.

APPENDIX II

Feasibility of Having FDE Disseminate Successful Teaching Methods to All Universities and LEA's in the State, Especially Those Not Engaged in the Teacher Corps Program

Department Comment

We concur in this recommendation.

OE will discuss in conjunction with other pertinent OE programs the feasibility of having the State mount an adequate information dissemination program concerning the successful teaching methods used in the Miami program, to encourage all universities and LEA's in Florida to adopt such methods in their education programs.

As recognized in the GAO report, early Teacher Corps guidelines used to develop the 3rd and 4th cycle programs did not place enough emphasis on program continuity and the process for achieving this goal. However, as also recognized in the GAO report, projects deemed fundable under the 6th cycle program guidelines, for example, must describe detailed systematic management plans that respond directly to the question of continuity. OE will, of course, closely monitor the implementation of these guidelines.

APPENDIX III

PRINCIPAL OFFICIALS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE HAVING RESPONSIBILITY FOR THE ACTIVITIES DISCUSSED IN THIS REPORT

	Tenure of office	
	From	To
SECRETARY OF HEALTH, EDUCATION, AND WELFARE:		
Elliot L. Richardson	June 1970	Present
Robert H. Finch	Jan. 1969	June 1970
Wilbur J. Cohen	Mar. 1968	Jan. 1969
John W. Gardner	Aug. 1965	Mar. 1968
ASSISTANT SECRETARY (EDUCATION), DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:		
Vacant	June 1970	Present
James E. Allen, Jr.	May 1969	June 1970
Peter P. Muirhead (acting)	Jan. 1969	May 1969
Lynn M. Bartlett	July 1968	Jan. 1969
Paul A. Miller	July 1966	July 1968
Francis Keppel	Oct. 1965	May 1966
COMMISSIONER OF EDUCATION:		
Sidney P. Marland, Jr.	Dec. 1970	Present
Terrel H. Bell (acting)	June 1970	Dec. 1970
James E. Allen, Jr.	May 1969	June 1970
Peter P. Muirhead (acting)	Jan. 1969	May 1969
Harold Howe, II	Jan. 1966	Dec. 1968
Francis Keppel	Dec. 1962	Jan. 1966

U.S. GAO Wash., D.C.

END

DEPT.OF HEALTH EDUCATION AND WELFARE

U.S. OFFICE OF EDUCATION

ERIC

DATE FILMED

11 10 71